

This program provides answers to serious challenges facing our young people and our schools today and coordinates with the school's curriculum. During these classes girls will be participating in fun, high energy activities where they will learn.

Curriculum Overview (Grades 2-12):

- **What is Bullying?:** Participants will be able to identify bullying behaviors, the key aspects of relational aggression and roles in bullying circles, where bullying happens in their worlds, and the connections between bullying and power.
- **Doing Nothing? Not an Option!:** Participants will develop and practice a plan to effectively intervene when they witness bullying. They are given the opportunity to ask each other for help and support in becoming defenders, which ensures that the curriculum is relevant to the direct needs of the participants.
- **Presentations:** This service-learning component gives the participants an opportunity to share what they have learned with people of influence, and create applicable plans and recommendations to prevent and deal with bullying in the schools.

The stereotypical vision of bullying is the kind of physical bullying more common among boys. Far more common among both boys and girls is verbal bullying, name-calling, and other forms of verbal harassment. Most people and programs virtually ignore relational bullying, the systematic diminishment of a child's sense of self worth through exclusion, shunning and gossip. Relational bullying is all too common among girls of all ages, but girls can be taught to prevent it and to intervene when they see any bullying happen in their schools.

Facts:

- Every 7 minutes a child is bullied.
- 85% of bullying episodes happen in front of bystanders. The level of aggression and abuse rises with each additional audience member.
- Adults intervene in only 4% of bullying incidents on the playground, and 14% of bullying incidents in the classroom.
- Peers intervene in 19% of bullying incidents.

Power Up is designed to teach girls how to identify bullying; address bullies, targets, and bystanders; and give girls the tools they need to intervene when they see bullying. We structure each workshop based on grade level or age level (5-7, 8-10, 11-12, 13-14, and 15-18). This allows us to maintain an age-appropriate atmosphere where the topics of discussion are introduced by the girls themselves. We strive for the girls to find their power, both personally and in numbers, to stand up against bullying instead of just standing by.



Major Program Segments and Objectives	Developmental Assets	Character Counts	Florida Sunshine State Standards (Benchmarks)
<p>What is Bullying? <i>Participants will be able to identify bullying behaviors, the key aspects of relational aggression and roles in bullying circles, where bullying happens in their worlds, and the connections between bullying and power.</i></p>	<p>Interpersonal Competence Cultural Competence Resistance Skills Personal Power Self-Esteem Positive View of Personal Future</p>	<p>Trustworthiness Respect Responsibility Fairness Caring Citizenship</p>	<p>Concepts HE.4.C.2.2 HE.4.C.2.6 HE.7.C.2.7 HE.8.C.1.3 HE.8.C.1.7 HE.8.C.2.7</p>
<p>Doing Nothing? Not an Option! <i>Participants will develop and practice a plan to effectively intervene when they witness bullying. They are given the opportunity to ask each other for help and support in becoming defenders, which ensures that the curriculum is relevant to the direct needs of the participants.</i></p>	<p>Positive Peer Influence Caring Equality & Social Justice Integrity Honesty Responsibility Interpersonal Competence Cultural Competence Resistance Skills Peaceful Conflict Resolution Personal Power Self-Esteem Sense of Purpose Positive View of Personal Future</p>	<p>Trustworthiness Respect Responsibility Fairness Caring Citizenship</p>	<p>Responsible Behavior HE.K.B.2.3 HE.8.B.4.2 HE.K.B.2.4 HE.912.B.2.3 HE.1.B.2.1 HE.2.B.2.3 HE.5.B.3.1 HE.5.B.3.2 HE.5.B.3.4 HE.5.B.3.5 HE.5.B.3.6 HE.6.B.4.2</p> <p>Promotion HE.4.P.1.3 HE.912.P.2.3 HE.4.P.2.1 HE.7.P.2.1</p>
<p>Presentations <i>This service-learning component gives the participants an opportunity to share what they have learned with people of influence, and create applicable plans and recommendations to prevent and deal with bullying in the schools.</i></p>	<p>Community Values Youth Youth as Resources Safety School Boundaries Adult Role Models High Expectations Planning & Decision Making</p>	<p>Respect Responsibility Fairness Citizenship</p>	



Power Up↑
Doing nothing? Not an option.

Appendix A: **Developmental Assets Addressed by Power Up**

External Assets

Empowerment

- Community Values Youth Young person perceives that adults in the community value youth.
- Youth as Resources Young people are given useful roles in the community.
- Safety Young person feels safe at home, at school, and in the neighborhood.

Boundaries and Expectations

- School Boundaries School provides clear rules and consequences.
- Adult Role Models Parent(s) and other adults model positive responsible behavior.
- Positive Peer Influence Young person's best friends model responsible behavior.
- High Expectations Both parent(s) and teachers encourage the young person to do well.

Internal Assets

Positive Values

- Caring Young person places high value on helping other people.
- Equality and Social Justice Young person places high value on promoting equality and reducing hunger and poverty.
- Integrity Young person acts on convictions and stands up for her or his beliefs.
- Honesty Young person "tells the truth even when it is not easy."
- Responsibility Young person accepts and takes personal responsibility.



Social Competencies

- **Planning and Decision Making** Young person knows how to plan ahead and make choices.
- **Interpersonal Competence** Young person has empathy, sensitivity, and friendship skills.
- **Cultural Competence** Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- **Resistance Skills** Young person can resist negative peer pressure and dangerous situations.
- **Peaceful Conflict Resolution** Young person seeks to resolve conflict nonviolently.

Positive Identity

- **Personal Power** Young person feels he or she has control over “things that happen to me”.
- **Self-esteem** Young person reports having a high self-esteem.
- **Sense of Purpose** Young person reports that “my life has a purpose”.
- **Positive View of Personal Future** Young person is optimistic about her or his personal future.



Power Up↑
Doing nothing? Not an option.

Appendix B: (Part 1)
Next Generation Florida Sunshine State Standards addressed by
Power Up

Benchmark	Strand (Health Literacy)	Standard
HE.K.B.2.3 HE.K.B.2.4 HE.1.B.2.1 HE.2.B.2.3 HE.912.B.2.3	Responsible Behavior	Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks
HE.5.B.3.1 HE.5.B.3.2 HE.5.B.3.4 HE.5.B.3.5 HE.5.B.3.6 HE.6.B.4.2 HE.8.B.4.2	Responsible Behavior	Demonstrate the ability to use decision-making skills to enhance health
HE.4.C.2.2 HE.4.C.2.6 HE.7.C.2.7 HE.8.C.2.7	Concepts	Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors
HE.8.C.1.3 HE.8.C.1.7	Concepts	Comprehend concepts related to health promotion and disease prevention to enhance health
HE.4.P.1.3	Promotion	Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself
HE.4.P.2.1 HE.7.P.2.1 HE.912.P.2.3	Promotion	Demonstrate the ability to advocate for individual, peer, school, family and community health



Appendix B: (Part 2)

Benchmark Number	Benchmark Description
HE.K.B.2.3	Identify the appropriate responses to unwanted and threatening situations
HE.K.B.2.4	State ways to tell a trusted adult if threatened or harmed
HE.1.B.2.1	Identify healthy ways to express needs, wants, and feelings
HE.2.B.2.3	Demonstrate ways to respond to unwanted, threatening or dangerous situations
HE.912.B.2.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others
HE.5.B.3.1	Describe circumstances that can help or hinder healthy decision making
HE.5.B.3.2	Analyze when assistance is needed when making a health-related decision
HE.5.B.3.4	Compare the potential short-term impact of each option on self and others when making a health-related decision
HE.5.B.3.5	Select a healthy option when making decisions for yourself and/or others
HE.5.B.3.6	Analyze the outcomes of a health-related decision
HE.6.B.4.2	Develop an individual goal to adopt, maintain, or improve a personal health practice
HE.8.B.4.2	Design an individual goal to adopt, maintain, or improve a personal health practice
HE.4.C.2.2	Explain the important role that friends/peers may play on health practices and behaviors
HE.4.C.2.6	Explain how technology influences personal thoughts, feelings, and health behaviors
HE.7.C.2.7	Evaluate how changes in social norms impact healthy and unhealthy behavior
HE.8.C.2.7	Describe the consequences of following the influences of family, peers, and culture related to adolescent health behaviors
HE.8.C.1.3	Predict how environmental factors affect personal health
HE.8.C.1.7	Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors
HE.4.P.1.3	Illustrate a variety of behaviors that avoid or reduce health risks
HE.4.P.2.1	Assist others to make positive health choices
HE.7.P.2.1	Articulate a position on a topic and support it with accurate health information
HE.912.P.2.3	Work cooperatively as an advocate for improving personal, family, and community health

